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ABSTRACT

This paper is a pilot study of teacher ethics in daily decision making. Based on 13 interviews, the teachers described critical incidents they considered significant. Informants also performed role playing in which they described the important qualities of their present position to their replacement. The discussion highlights the reasons why the informant became a teacher. Categories were developed and the strong influence of school-based role models were discussed. Another section presents analysis of how the teacher and student interact on the major values of equality and individual needs. The major finding regarding the personalization of an ethical code is explored. The final section suggests a model for explaining how teachers operate ethically on a day to day basis. The analysis assesses the relative perceived weight attributed to various sources of ethical conduct. (Author)

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Does a Professional Code of Ethics Exist for Teachers ? An Investigation of the Operation of Ethical Codes in Daily Teacher Decision Making.

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Currently several large research projects and policy groups are undertaking efforts toward the professionalization of teaching. The Carnegie Planning Group is sponsoring a research project which aims to develop national standards of teacher certification. The Carnegie standards, as presently constructed, emphasize subject matter competency. The Holmes Group has recommended extended and more rigorous programs of teacher education followed by a supervised internship. The National Center for Research on Teacher Education is conducting a longitudinal study which examines the knowledge, skills and dispositions teachers use in teaching mathematics and writing to diverse learners. None of these efforts, however, looks at the ethical considerations influencing teachers' professional decision-making. Professional decision-making in established professions such as medicine and law is heavily influenced by a professional code of ethics. If an ethical code exists for teachers, it is not clearly defined.

This paper examines the sources teachers draw from when making ethical decisions as part of their job. Ethical considerations, however, are part of teacher's daily work as they seek to influence young people. Peters (1966)[1] argues that teachers have moral authority given by the state. Acting "in loco parentis" gives the teacher the legal right to influence and modify student behavior, their learning experiences and attitudes. The superintendent of the California public school system, for example, has argued that teachers should be "agents of acculturation", socializing students into the values of the mainstream American culture. The notion of schools as a source of cultural influence and a unifying force has a long history in American education dating back to the Common School Movement of the 19th century. This research investigates how teachers translate these responsibilities and general principles into their daily professional practice.

This study makes a conceptual distinction between technical teaching decisions and ethical considerations. Buchman[2] (1987) defines "teaching expertise" as judgment of appropriateness, testing consequences, and considering ends rather than means. Teachers often manage and control classrooms without reference to an ethical principle; technical strategies of classroom management assume more importance. Some process of reflection upon the outcome implies an ethical principle (judgment of appropriate outcome) is considered. After refection, a choice of the "best" technical means to achieve the outcome is considered.

Lampert [3] (1985) views the teacher as a dilemma manager. Broad guiding principles translate in classroom practice as tensions between individual or groups of students and the teacher. The teacher is a mediator of these tensions, not as a problem solver. Examples of these tensions may include-- 1) the desire to balance the needs of the individual with those of the entire class, 2) the clash between home values and discipline standards and the atmosphere promoted by the teacher or the school, 3) the need to balance friendly relationships with students while maintaining a detached air of academic integrity in the awarding of grades, for example, 4) how much knowledge of a student's personal and home circumstances is discussed or considered in a teacher's decisions concerning a pupil in school.

Method

An interview design was chosen after a review of literature revealed studies in this area have concentrated on survey methods. It was felt that a more in-depth analysis was required to reveal the sources that teachers' rely upon. The study includes a representative sample of teachers from Southern Michigan: sampled on the basis of personal characteristics (gender, ethnicity and years of teaching experience); level of schooling (elementary, middle school and secondary; and context (urban and rural school settings). The study uses a structured interview on professional decision-making, developed by the McBer Company [4] (1981), and adapted for use with teachers. The interview has three parts in which individuals provided information for: (1) personal background (family status, education, previous work experience); (2) detailed description of current job responsibilities; (3) description of three critical teaching decisions made in their current job and the rationale for making those decisions.

Interview probes sought to reveal the sources drawn upon in the decision-making process. The technique anchored the subject into a detailed accounting of a specific decision. Only during the conclusion of the exercise is the subject encouraged to speculate in general terms on principles and rationale of their professional practice. Subjects reflected on whether they think the decisions they made were "good" or "bad", and to justify this evaluation.

Table Summarizing Interview Questions.

1) Background:
   - Place of birth.
   - Parents occupation.
   - Sibling information.
   - Schooling and College.
   - Previous Work Experience.
   - Reasons for entering teaching.
   - Time of decision to enter teaching and what was the basis of the decision.
   - Voluntary organizations and work outside school.

2) Present Duties:
   - Class responsibilities if applicable.
   - Other responsibilities.
   - Level of interaction with adults.

3) Critical Incidents:
   - Based on a work related experience that informant felt was significant.
   - Description of the circumstances.
   - Other people involved.
   - Informants attitude changes as situation developed.

4) Scenario:

Informant told they are leaving the job what standards, values, and practices would be important for the replacement.
Informant is left alone with replacement.

5) Responsibility:

Informant given different groups and asked how accountable they feel to them. Parents, students, administration, community, school board etc.

Instrumentation.

One of the purposes of this research was to assess the efficacy of the research instrument. The critical incident, as developed by McBer, represents evaluation tool for personnel promotion. This research used the same basic outline for the interview. Informants gave their personal background. In addition to yielding data regarding their background this section puts the subject at ease. The second exercise asks the respondent to describe in detail their present position in detail. Within this section the interviewer trained the informant to give precise information. Areas of responsibility and levels of interaction with various individuals yielded statements regarding their perception of the context in which they work. Respondents would often preface their remarks with value statements regarding other people and there own position. The third exercise was the relating of the critical incidents. It was often necessary to pause at this point to allow the subject to recollect and select. In most cases the subjects had little difficulty in choosing an incident. However, some were uneasy that the interviewer did not suggest the areas he wished to hear about. The self selection of topic provided an additional data source that was revealing in itself.

The last exercise asked the informant to imagine that they were leaving their job and have an opportunity to talk to their replacement. They described which standards and values were important. They mapped out the limits of their responsibility toward various groups inside the school and in the wider community. This exercise was very successful at provoking reflection in many subjects. One informant interested by the protocol requested a copy for use in his work as a counsellor. This section yielded incidents the subject had not selected as critical incidents. This exercise acts as a check on significant events not selected in the critical incident recall.

As a general assessment of the instrument it was an effective tool to gather data. No subject appeared threatened by the questions except the critical incident section. Most of this concern is attributable to the lack of direction given by the interviewer. The critical incident strategy anchors the subject in the particular. In the analysis it provides a valuable cross--check to the general principles. Informants were debriefed at the end of the interview and told the true purpose of the interview. There was a definite sense however at the critical incident choice that respondents

wished to answer the question correctly for the interviewer. The critical incident exercise could be replaced by a series of scenarios that place the respondent in the position of reacting to them. This strategy within the general format might produce more direct comparison of the data across subjects. The wide range of critical incidents made the cross subject analysis more difficult.

Biographies of Subjects.

Ashley: White, female, Kindergarten teacher in a large urban setting. Ashley has taught for 14 years the last eleven in the same school. Born and raised in the same area. Her father was a skilled tradesperson, her mother a secretary Ashley is the second of four daughters. She is married with no children.

Marty: White, male, teaching Physical Education throughout the primary school. Works in a small rural district. Marty has taught for 16 years although he has only been in a classroom for three of those years. Marty is the second of seven children. Father worked in a department store. One brother is a priest in the armed forces, another a teacher, the rest work in industry. He is married and has children.

Anne: White, female, teaching 2nd. Grade. Anne teaches in a small rural district. Worked as a social worker for a few years and returned to college to train as a teacher. Has taught for 5 years. Anne comes from a small town where her mother was a teacher and her father owned a small business. She is married with children.

David: White, male, teaching 4th. grade in a small rural district. David has taught for 14 years. Twelve years were spent in the Middle school in the same district. Born in an urban setting his father is an educational administrator. Mother was a secretary. He has several full, half, and adopted brothers and sisters. David is married with children.

Seon: Black, female 4th. grade teacher in team teaching situation. She has taught in this urban school district at the same school for eleven years. She was a production line worker before becoming a teacher. Born in a small town with a father who owned his own business. Seon is unmarried.

Toni: White, female, teaching 4th. grade. Toni teaches in a small rural district. Trained as a secondary History teacher, unable to find a job. Worked in investment industry for short time and then returned to college. Obtained primary certification and has taught for 17 years in the same district. Family has an Armed Forces background eldest of five children. At present she is unmarried but has a daughter.

Jessica: White, female, student teacher in 5th. grade. About to seek first teaching position in upper primary or middle school setting. Teaching practice occurred in a suburban school district. Worked as a volunteer for six years in a religious institution. Born in an urban setting her father is a corporate executive. She described her family as having a social

conscience. A brother and sister work in urban renewal projects and teaching. Jessica is unmarried.

Sarah: White, female, teaching middle school Language Arts and Local History in a small rural district. Sarah worked in industry after graduating as a teacher and has been a substitute teacher for several years. This is her second year of full time teaching. She has one elder sister, her father worked as a landscaper. Sarah is married with children.

Demi: White, female, Head Librarian in small rural school district. She describes her main responsibility as a High School Librarian although she is employed as a teacher. Trained and taught Literature and Physical Education. Later obtained a Library Science degree. Demi has 30 years experience and is contemplating retirement. She comes from a rural background although her father was a production worker in the agricultural industry. Demi is unmarried.

Mel: White, male, Secondary school math teacher in a small rural district. Has taught in parochial middle schools in an urban area for a short time. Spent two years overseas in the Peace Corp. Mel has taught in the district for 10 years. Born in a small town, his mother was a teacher, father was a skilled tradesperson. Mel has two older brothers. He is married with children.

Liz: White, female, laboratory instructor with medical company for the past 2 years. Former High School Science teacher and head of department. She has taught for 14 years in international and domestic settings. Born in city her father worked in industry at a middle management level. She has a brother and sister and is married with children.

Jason: White, male, High School Counsellor in an affluent suburban school system. Taught elementary school for one year. Retrained as a counsellor and has worked in both high and elementary schools in those positions. Jason has been in education for 27 years. Jason spent five years away from the district in the Job Corp. Father employed in voluntary social services.

Rachel: White, female, High School English teacher. She works in a small town district. A teacher with 22 years experience in a variety of settings including overseas. She also worked for a year with a welfare agency. Born in a small rural community with two brothers. Parents were farmers. She is married with children.

Discussion.

How I Became a Teacher. (Signing the Contract)

This section discusses the findings regarding the choice of career. As the discussion develops the reader will see why this emerged as a pivotal issue. Out of thirteen informants six teachers explicitly talked of the influence of former teachers in their own school experience. The range of former teachers represented as influential varied widely. Some informants cite an elementary

teacher as influencing their decision. Others refer to the influence of a secondary teacher. A variation was to claim the significant impact of several teachers. There is no indication in the data suggesting a teacher influenced by an elementary teacher being attracted to teaching in the elementary school themselves.

Table Summarizing Frequency of Responses Under Catagories.

	Data Frequency.
1) Influenced by School Role Models:	15
2) Influenced by Family Members and Friends:	4
3) Role for Women:	2
4) Social Status:	2
5) Financial Reasons:	4
6) Personal or Psychic Rewards:	7

Role Model Influence.

In their description of this influence there is a high degree of insistence on a special individual relationship. Mr. or Ms. X allowed us to study the unconventional. Their mode of operation did not conform to the textbook. The models' high degree of caring about the individual or subject was an important factor. A measure of respect for the teacher is clear in their description of that special person or persons. Rachel explained during the interview she still keeps in touch with her High School English and Drama teacher. This relationship has lasted over twenty five years.

Out of this special relationship many values emerge to influence the teachers' professional performance. This key teachers' hard work and presentation formed an important value. The value is internalized by the teacher and characterizes their own view of teaching. A common norm commented on by several respondents was the need for hard work. It was described as the need to prepare adequately. To spend long hours in the building engaged in classroom tasks. The teachers described a love or valuing of learning during their own education. There is a distinction here made by several informants between a love of the structure of a particular subject and a love of the learning process itself.

Psychic or Personal Rewards.

Rachel an experienced High School English teacher, desired to pass on the excitement of learning her particular subject. She expressed this through her evaluating the present courses and developing new courses and curricula. Rachel displays the love of structure of her particular subject. Mel a High School Mathematics teacher cited two of his own High school teachers as impressing him with their presentation of the material. He translated this in a later part of the interview as a standard he felt it was important for teachers to uphold.

Jessica, the graduating student teacher attached value to wanting to pass the excitement of the learning process. Toni a Fourth Grade teacher values the learning process but sees it as success coming from hard work. Toni stated that she found that her personal success in education had come from hard work throughout her own schooling. Hard work was the route by which pupils in her class were to attain success. This work ethic bred the success that translates into enjoyment. Jessica and Toni take the more process orientated value. It is notable that Rachel and Mel are both Secondary teachers, Jessica and Toni are elementary. The different focus of the value may be a distinction between secondary and elementary teachers.

The different focus of the value may not come from the distinction made above. Liz the high school science teacher described the value in process terms. The subject Science was a vehicle which provided material on which to illustrate the process. Demi, was a high school English teacher for many years. While she leaned toward a love of the structure of the subject she took a wider view concerned with the beauty and wellbeing gained from the Arts in general. Further data and analysis is needed to understand the distinction between elementary and secondary teachers on this basis.

One informant gave a naturalistic reason. Toni said that coming from a large family it felt natural that she should become a teacher. A final different case was Anne who began her working life as a social worker. The heavy case load and intensity of case work she found a great drain on her emotionally. She came to teaching to deal with children in what she described as a more "normal" setting. She also has an elder sister who was a teacher. This influence at first steered her away from teaching but may have figured in the final choice of career.

Family Members and Friends.

Four teachers referred to the influence of family members or friends of the family in making their career choice. Seon provided a typical response in this category. She lived in Alabama until the tenth grade, various aunts and cousins were teachers in the area. Her parents best friends were teachers. This made Seon feel that she wished to join what she describes as a caring profession. The medical field did not attract her due to a personal dislike of some aspects of the job. Seon was definite that she had wanted to be a teacher from when she was in second grade.

In contrast to this early decision others claimed a later influence in their career choice. Jason a high school counsellor was a primary teacher for a short while. His friendship with a counsellor influenced him to return to college to become one. However, Jason acknowledged the influence of his family in his decision to enter teaching. His mother was a teacher and father was a social worker. The underlying theme of this group is the notion of seeing teachers and valuing what they saw. Again as with the six who cite direct influence of their own teachers, there is personal interaction that affects the career choice. The teachers in both groups displayed an affective value to the role they were choosing. Some informants described what appears as a personal bond. Others described the respect that accrues to a person by adopting the role of teacher. This respect mirrors the measure they felt for the people who act as their models.

The deviant cases give more insight into what so far might be expected. Only two teachers ,Mel and Toni, made specific mention of loving kids. Toni's love of children came from her family background as the eldest sibling. This is not to say if pressed other informants would disagree that teachers have to like their students but it does say something about the priority of this value. This result is not inconsistent considering the focus of other informants affective attachment. This attachment referenced to adult figures not children.

Role for Women.

Liz and Demi gave very different but related responses to why they entered the profession. Demi admitted the influence of her own schooling but also felt that teaching represented a good job for women. As she explained, thirty years ago there were few professions open to women that would give her financial independence. She saw the choice in High School between nursing and teaching. Teaching she felt at that time was highly regarded by society. Liz with fourteen years experience had vague notions of teaching before entering college. She claimed a conscious choice of a field dominated by men. There was no suggestion of entering the teaching field and attracting more female students to science. This was a personal challenge independent of a social mission. Her career change to teaching orthopedic surgeons was again motivated by the desire to succeed in what she saw as a male dominated field. Her claim to have taught one female doctor in nearly two years was support for the male domination theory. The frustration of applying for Biology posts and being told they required a football coach as well was further evidence offered.

The overall pattern of the data indicate: In the majority of cases teachers have determined what they value in the teaching profession before entering training. All subjects in the study admit the influence of teachers they knew or had in their own schooling. The deviant cases with the common somewhat feminist viewpoint, had that view shaped by the circumstance and context of childhood. Liz wanted to excel in what she sees as male dominated areas. Demi wanted the financial independence and respect as a teacher that was not available in other jobs at that time. Choice of career cannot be separated from the acceptance of value. Other career choices for adolescents are often referred to future and in some senses outside values. They do not have what teachers feel is the immediate and internal knowledge of what teaching incurs. This direct experience based on long term exposure and participation from the consumer viewpoint in the teaching-learning experience.

In describing the resources that teachers draw upon to define their profession one source is in the teachers own professional experience. The second and by far the most important for all subjects was the environment in which they experienced as children. Both sources represent a personalized view of the role. Individual experience, not a group experience, shaped the values. Models provide a key role in this personal experience.

I shall use the analogy of the contract throughout the discussion. The data

discussed shows the acceptance of a moral contract. The introductory section sees where the teacher learns the terms of the contract. It has an important and pervasive effect upon what is to follow. Moral contract has more significance than pure allegory. Scanlon [5] (1982) takes a different view to Rawls [6] (1971) regarding contractualism. For Scanlon the writing of the contract demands two clear stages. During the first stage the agents examine independently and from their own perspective a set of principles. The nature of the examination is to determine whether a principle can be reasonably rejected. The process of selection differs from other contractualists who contend the agents examine principles for agreement. This leads to some strange assumptions built into the model. During the second stage under Scanlon the agents go through a comparative procedure and assess the "reasonableness" of the rejection. At this second stage a principle emerges that none may reasonably reject. It is then the agents agree to abide by that principle. Teachers' assess the reasonableness of the rejection based on adolescent experience.

It is claimed in other contexts that moral language has a place in describing the act of teaching Sockett [7] (1987). What I have described within this section is the first stage in Scanlon's contractual agreement. At early stages of the teachers life cycle most have examined the principles laid before them. They have rejected some and retained those principles which none within their profession can reasonably reject. Hard work, success in academic study, caring at a highly inter-personal level, being well prepared in the classroom, acting with fairness and firmness all refer to those early experiences. The values internalized at an early age and survive as vivid memories after many years of teaching. Research on racial and political attitude formation has shown that the majority of attitudes become fixed by the age of fifteen or sixteen. The major source to get these attitudes is the values expressed at home. The teachers' attitude to teaching comes from the early experiences. For many subjects now teaching the moral principles that they formed twenty, thirty, or more years ago.

None of the informants even when directly asked attributed their college experience as a source of defining their values. Jessica, the student teacher, still fresh from college admitted large influences in teaching method and views of how children learn. Other informants were less than complimentary about the training experience. However, the source of that discontent was not on values they either rejected or coerced to accept. When pressed to explain a particular statement of value Jessica was emphatic that the value came from her home background. She described her family as an socially aware unit. Various members of her family are engaged in social programs.

On the subject of background influences several teachers acknowledged their personal religious beliefs as influencing the formation of values. Others placed the source within their own family. Two subjects claimed farming to have inculcated the value of hard work in order to succeed. One informant felt the armed service home background gave her the value of hard work and application to task.

Table Summarizing Responses.

Elem. School	Sec. School	College	Work Experience
Toni	Jessica	Marty	Jason*
Sarah	Demi	Liz	Anne
Ashley	Mel		
Seon	David		
	Rachel		

This table represents along a time line the choice of entering the teaching profession. Toni claimed family influence. Sarah, Ashley, and Seon teachers they were exposed to. Demi, Mel, David, and Rachel all acknowledged the influence of teachers. Jessica saw this as a more general liking for study. Liz was influenced in a negative fashion by high school teacher models and did not decide on career till college. Marty came to teaching through college sports and coaching. Anne decided later than any other respondent but acknowledged influence of a teacher sister. *The data on Jason does not include why he became a teacher. His placement concerns the choice to be a counsellor.

The table illustrates a significant finding in the early age respondents choose to become teachers coupled with there reasons for becoming teachers. Ten out of thirteen subjects signed the teaching contract by the age of sixteen. Twelve made direct reference to the influence of teachers they had come into contact with in some way. In summary, most were influenced in the decision to come to teach by early life experiences.

I remember that young boys (before the days of equality) in Britain wanted to be engine drivers. This was in the last days of the more romantic steam engine era. I number myself as one who loved riding trains, collecting numbers and names, peering for hours at the pictures of the "Flying Scotsman" and other exotic locomotives. Young boys associated the pleasant pastime of "train spotting" with the supposed joy of actually doing the job in adulthood. Very few of us actually realized the boyhood dream. The point I would speculate on is whether many teachers saw teaching in the same way. Pleasant memories and special individual values of early childhood nurtured the desire to be a teacher. It certainly was not the prospect of huge salaries and widely valued social status that beckoned to the teachers of my acquaintance.

Teacher Perceptions as a Group. Defending the Contract.

Teachers in general represent the winners in the system. Lortie [8] (1975) cites many examples of people who value the education system wishing to remain in it. A frequently expressed concern in Britain from teacher educators was that many student teachers would grow up and retire without ever leaving school. The literature points to an unwillingness in many teachers to leave schools' safe and predictable environment. The teaching force in many countries represents either those students who were

academically successful in a modest way or simply liked school. The data clearly show few teachers question the basic value of the enterprise of teaching.

Informants talked with genuine concern about the situations they described. A strong inter-personal bond exists between teacher and student. The students are often the one group that they feel kinship with. Mel, Ashley, David, and Rachel expressed this trust in students to the point where they saw them as one or the only valid group to evaluate their teaching performance. This shows a high degree of trust in this bond. Colleagues, administrators, and other outsiders to the classroom were often given negative assessments. In some cases various groups were dismissed as irrelevant. Anne wanted a more intense professional relationship with her colleagues but was pessimistic of her colleagues reaction. Her colleagues she felt were quick to evaluate. Failure in particular was seen as a sign of weakness that constrained her from sharing.

The current critical climate didn't recognize their worth as professionals. An overall impression I gathered in visiting schools in several different areas is of teachers in retreat. In times of scrutiny and criticism teachers retreat into their classrooms. Outside of the classroom they felt less secure in their rqle as a professional. They were unsure or unhappy with their authority and status.

Two teachers Rachel and Ashley were in different ways attempting to assert and develop professionalism. Rachel works with her colleagues and outside advisors to gain control of the design of the curriculum. Ashley is working through a union sponsored effort to define a teacher role in the decision making process up to and including the city school board. This contrasts sharply with the view expressed by other teachers that it was not their place to make these types of decisions. This reluctance to extend their professional role outside the classroom stems from the inter-personal relationship with students. The classroom validates their authority and allows the full and unfettered exercise of their values. Outside the class some informants were more than willing to show deference to authority.

<u>Teachers and Students. How the Contract Works.</u>

This section examines the data to learn more about the intense personal relationship between student and teacher. It also serves to guide to how the teachers signed their contract in their own schooling. There is a curious relationship that was looks like a contradiction in the data. There is a link between two levels of operation by teachers. That link is personal values. Personal values it is asserted are shaped and formed by their own school related experiences. This is the present day socialization process in action where tomorrows' teachers are made.

In current moral philosophy there is the concept of "thick concepts" Williams [9] (1985). A thick concept is an analysis which denies the reductionism of fact from value. Owe, promise, and ought are examples of thick moral concepts. In saying one owes a sum of money to somebody you are accepting a whole "way

of life." A way of life based upon values concerning personal property rights, the notion of exchange of property between consenting individuals etc. In moral terms the actions of people are bounded within the context in which individuals make their moral judgement. I suggest the concept of teaching is a thick moral concept.

To say an educator is teaching is superficially a description of fact. The teacher engaged in an activity where a body of knowledge or concept is transmitted to the learner. The teachers studied leads me to conclude such a thin conceptual description is inadequate. It does not richly describe what occurs between student and teacher. The thick concept notion suggests that teachers are acting as moral agents within a context. Accepted values within the thick concept of teaching include: The importance of certain bodies of knowledge. The teachers discussed the importance of building solid knowledge bases for the students' future schooling. The informants stressed certain behavioral dispositions embedded in the approaches they chose to teach by.

Further analytic distinctions useful to understand the data were the writings of Nagel. Nagel [10] (1979) argues that value is fragmented into five distinct and essentially irreconcilable areas. Real conflicts can exist both within these distinct areas and between them. He argues that it is not possible to reconcile them or reduce and reference them to one over--arching principle that can resolve the conflict. Benjamin and Weil [11] (1987), in medicine, and Lampert, in teaching, have pointed to a notion of compromise. This is distinct and different from synthesis of two moral principles in conflict. A compromise is a recognition of other viewpoints and negotiation of the parties in the spirit of give and take. This is a translation of Lampert's dilemma management. A compromise "splits the difference" between opposing positions. It does not presuppose that the compromise is lasting or satisfactory to either party. In fact both parties are free to press their views afterward and argue for adoption of their point of view as superior.

The teachers operate on two irreconcilable and conflicting values. Teachers centered many of the incidents they chose to describe in the individual student and their needs. They with less regularity described this as an important standard to uphold. The most common first response to the question "What standards do you employ?" was the notion of fairness and equality in treatment.

Sarah for example stated she had a real difficulty with teachers who picked favorites. Ashley stressed the importance of modelling fair treatment to the students. The data consistently showed a value of equality is important. Marty said effective professional performance ties to a notion of fairness. This equality needs sincerity in application because students are quick to realize the presence of insincerity. The individual and their needs was expressed by Mel in his discussion of student learning contracts. The needs of the individual give the parameters of the contract. The drawing up of the contract leads to a recognition by both parties of the obligation to uphold it. The contract also had a public element in the sense that it should reflect clearly understood values and consequences across all students.

The central question that emerges is how can a teacher ethically operate with these two conflicting principles. One explanation of this intractable is to view the principles as having come from different ethical claim areas. The equality principle comes from what Hampshire [12] (1983) terms the natural morality area. These principles are universal, although their application is within the situation. They focus on the similarity of persons and based on generic features of human nature. The important feature of this class of principles is their ability to produce convergence. In the data, the equality principle was the most commonly expressed important value.

The need to deal with students at an individual level and therefore recognize non-equal treatment represents the conventional morality class of claims. These claims often deal with inter-personal relations. Hampshire discusses love and friendship in the abstract sense. The informants were describing a similar relationship within a professional context. The principles are under-determined. Particular actions are not laid out by their statement. They focus on the particularity of individual culture, background and environment. This class of moral claim does not reflect a convergence in all peoples views. Teachers described intuitively these claims in a highly personal situation based terms.

In this analysis the teachers are not operating in an inconsistent fashion. The informants spend a lot of their time discussing the building, maintaining, and sometimes breakdown of the inter-personal relationships within their professional lives. Demi expressed her strong commitment toward the building of a professionally caring relationship with students. This professional concern for students as individuals comes out in the discussion of particular incidents. It also appeared in the general section as guiding principles to follow. This is an example of teachers operating in the conventional moral claim area. The area that deals with love, friendship, and a professionals concern for one's client. It is particular, centered on individual students, and focused on the individual teachers background and present professional environment.

This explanation is still not sufficient to produce the rich description of the student teacher relationship. The data also suggests there are limits of professional concern. While informants such as Jason see no limits to their concern for the individual. Others were quicker to draw a boundary. Anne talked of the need for teachers to cut off their concern for their students. Failure to do so would lead to other personal areas of their lives suffering. Her background in social work and the reasons for leaving it may have shaped this opinion. Mel and Ashley both talked of the need for teachers to compartmentalize their lives. To balance their lives outside and inside school.

Many informants talked of the condition set by them regarding their responsibility to teach and produce learning. Phrases such as "the kids have to be willing to learn" and "they need to come to school wanting to achieve" are frequent in the data. Jason as a counsellor deals with students in a holistic sense. He stated his sympathy with teachers who deal in the academic sense with the student. Demi the librarian displayed wide parameters to her feelings of responsibility and concern. The other

informants were all teachers within a subject discipline or elementary class teachers. With this narrowed focus conditions to responsibility are acceptable. The general thrust of the data is the message of bringing horses to water and yet being unable to force them to drink.

The data does not support the notion that teaches give up on students. They still feel the need to keep on trying and yet they recognize that their best efforts do not ensure learning occurring. In this continued trying is the natural morality principle of equality. This is what drives the behavior. This seems to be the same limit of professional responsibility that doctors have. It is their responsibility to apply all of their skills to induce a healthy reaction in their patients. Unfortunately, for teachers, with expressions of deep emotional pain some of their patients do not respond. The personal sense of failure in the teacher is linked to the inter-personal bond they seek to establish with each student. This is less the case for doctors. An inter-personal bond is not a first condition to treat a patient. Patients may choose to assist in their own treatment. Students have to enter into a relationship in order to start the learning process. Patients do not have to accept the doctors personal values in order to get well. Students will have to accept in part or comply with the treatment, the teachers values, in order to learn.

A question that arises in the setting of these boundaries is on what sources do the teachers draw in order to set them. This is the link between the findings in the first section of this discussion and this one. Teachers value the learning process they received in their own adolescent experience. Some of that value comes from their feelings of personal fulfillment they derived from that learning process. The informants couched this often in a specific individual or set of individuals often in a school context. The implication is that teachers in a sense bought into the system and came to value it. The descriptions they give of these special persons are individualized and personal. Few subjects cite examples of whole classes buying in together. On the contrary, Sarah described a teacher who was disliked as being harsh and demanding. Yet this teacher gets credited for nurturing her love of history.

The teachers set the boundary of professional responsibility in the displayed desire by the student to learn. Students have to buy in at some level to the learning process. Mel described how he will let students lapse for brief periods. He described how he is tolerant of students who have partied a little hard the previous evening. The overindulgence make them less than responsive in class the next day. He referenced this directly to his own first year teaching experience where young teachers indulged heavily in social activities at least once a week. This was a socially acceptable norm in the small community. Students and everybody else were sympathetic that their teaching performance next day was less than top flight.

Students must buy in to the contract as their teachers did to gain recognition as individuals. It is a strange process by which in order to be recognised as an individual you must become one of the group. The teachers' perspective is seeing a collection of highly personal individual relationships. A relationship requiring the student to adopt in some measure

the values of the teacher. It is in some measure because students may gain membership by displaying incompetence and therefore receive attention. They may be merely materialistic and desiring good grades. The main point is you don't have to buy the whole bill of goods just show a glimmer of interest.

The obvious question is what happens to those that do not buy in. They remain part of the teachers egalitarian concern for equal treatment. They are not victimized in any active sense that I could detect. They are merely non-persons in this value based system of student/teacher conventional morality. The teachers could "understand" this lack of success in the familiar fashion of blaming parental attitudes, poor home background etc.

This interpretation leads to a different perspective on the school dropout. I speculate whether the accounts in the literature are convincing accounts of the process. The description given shows the student applying the reasonable rejection process described by Scanlons' contractualism. It may be this dropout population is the result of a gradual building of tension over a long period. Seemingly small and insignificant factors combine to produce the final catastrophic event. The notion comes from theories of earthquake and volcanic activity as a result of plate tectonics. If there is some truth to this view then the dropout might need to be confronted with acceptable alternatives, rather than inducements to draw them in. An alternative curriculum that reflects his values is the approach taken in the British Raising of the School Leaving Age (ROSLA) syllabi. The Geography and the School Leaver Project of the early seventies was an attempt to produce relevance and meaning for this potential dropout group. It had the pleasant side effect of energizing the formal academic geography curriculum at the same time.

The role of professional experience in this interpretation of student teacher relationships is worth commenting on. Teacher experience acts as a reinforcement of the buying in process. As the teacher goes through their own professional life they undergo experiences where some students do not accept what the teachers value as important. Professional experience provides the explanation for student behavior. It allows the teacher to deal with the failure. It does not provide the means to overcome the problem it just explains what the problem is.

Discontinuity: The Zone of Transition and Boundary.

A perspective used to analyze the data was the model suggested by Rest [13] (1983) to study the inner moral processes that produce behavior. The four elements of that model are:
1. Interpreting the situation in terms of recognizing what actions are possible for the actor and how each course affects all parts involved.
2. Defining the moral choice of action, applying moral ideals to the situation to determine what ought to be done morally.
3.Deciding to chose a course of action, even when other goals are valued too.
4. Executing and implementing the moral course of action.

This model has more than a passing resemblance to some of the notions

discussed so far. In the psychological framework, as the philosophical, I am moving toward a non-separation of the cognitive from the affective. Part one of the model involves the gathering of data (this is similar to the notion of values given meaning within their context). It allows me to take the data I have gathered as expressions of a constructed reality by the agent. Objective truth and the search for it has yielded little of practical worth in moral questions. In philosophy Kuflick distinguishes between 1) what one <u>believes</u> ought to be done in a particular case from 2) what one <u>judges</u> ought to be done <u>all things considered.</u>

The first stage of the process, the gathering of data, I have tied to a learning process suggested by the recent work of Stoddart [14] (1987). In this work Stoddart puts forward the concept of progression and regression in order to understand teacher learning through experience. The learning curve of a teacher contains a series of downward dips. These represent the teacher reconstructing a new experience within the total span of personal knowledge. During this reconstruction phase the teacher displays a less than expected competence due to the assimilation of new constructs.

To explain the complex arrangement of the relationships I have drawn a from the discipline of geomorphology. The Moho (Mohorovocic was a Yugoslav seismologist) discontinuity is an area below the Earth's crust that represents a transition from the solid crust material to the inner core material. This area is poorly understood but due to plate tectonic theory is now seen as a crucial interface upon which the crust moves and shapes the continents. Mantle material from the inner core passes through this zone in order to reach the Earth's crust. The Earth's crust represents teachers and the body of knowledge, values, and standards they operate on. The mantle represents others sources of value that the teachers may draw upon.

<u>Diagram of Discontinuity Model in Teaching.</u>

Crust. Teacher Personal Knowledge Skills and Dispositions.

Discontinuity Zone.
Students (Need based on teacher judgement, important condition of acceptance and compliance to teacher value.

Mantle or Inner Core.
Other Agents and Institutions. External Sources of Value.

The teacher builds and draws upon the personal school experience in order to make sense of their own professional role. In value terms personalized source is the bedrock on which professional performance is grounded. This is the main crust material.

To examine the mantle material professional experience needs breaking down as

it was in the interview to determine if other sources were considered.

College.

College the respondents felt had little effect on the basic foundation of values they brought with them. In the case of Toni they reinforced her value of hard work. For Rachel they extended her experiences within a subject she loved. Ashley felt the college experience was highly negative. She describes how the impracticality of method promoted not only did not help her in her professional career but didn't prepare her for the practical teaching situation. Jessica saw college as an opportunity to learn new techniques which she could then experiment with. She acknowledged that at this early stage of her career some of these experiments may fail as the years go by. It concerned her that the failure would encourage her not to try new techniques.

Administrators.

Many subjects saw administrators as a poor source of values. Teachers described their principals as "milk toast" types, "concerned with overall policy and not part of the individual classroom picture" and "the sort of person I can approach but I get the strong feeling he would prefer to not know everything". The overwhelming impression from the data is that administrators do not play a part as a source of values to the average teacher in their professional role. Their function stressed by many as important, was to re-enforce the personal values of the teacher when they clash with parents. The principal was expected to be the buffer to allow the teacher to continue within the class. Administrators did act as a constraint on certain behaviors that if indulged in would place the teacher outside of school norms. Most teachers were more than willing to accept the school norms in general and were deferent to the authority of the administrators.

School Boards and Community.

The same judgement emerged concerning the role of school boards. They were seen as either irrelevant or a tool which could be manipulated by the politically astute teacher. Mel described the advantages of teaching the school board chairpersons' son. Rachel admitted she used a university professor school board member as a source of expertise. On the other side Jason, Ashley, and Seon described the remoteness of the modern school board. As they taught in larger and in one case expanding districts they felt the majority of school board members would not recognize them or know them personally.

Colleagues.

Colleagues gathered a more mixed response in the data. Several teachers felt their colleagues were useful to borrow ideas and materials from. Toni described the lounge as an area where one's colleagues were a source of conversation that provided a respite from educational topics. Anne confirmed this activity by regretting that you were constrained in the lounge from discussing educational issues. Talking about new programs with colleagues is seen as showing off. David expressed the value of the collegial source in a personal way. He felt that many teachers would not share his view as a progressive teacher and so limited the number of staff he could comfortably interact with. Mel denied collegiality seeing little value in consulting

with colleagues. If he did so it was merely to confirm the correctness of what he had done in a personal fashion.

Rachel gave a long description of the process to design a curriculum by collegial exchange. The design of a new course of study resulted from consultation and seeking the opinion of others. There is evidence that some teachers do draw upon the opinions and values of their colleagues. Ashley as chairperson within her school is initiating the mechanism that it is hoped will lead to greater teacher input into decisions. This is an experimental project and as she frankly admitted not without problems. She is pessimistic proposals put forward by teachers will meet resistance notably at a building level by administrators. The administrators view teacher decision-making as an erosion of their power base. Further, the reaction of the school board is an unknown. Her pessimism could translate to the value of collegial exchange should the teachers feel frustrated by the resistance. The National Education Association gives the project their backing but the outcome is far from certain at this stage.

While the data is not conclusive colleagues in the present school environment are a weak source of values. Their main role is of confirmers of personal values if the teacher so chooses to ask them. Rachel did say that she actually wrote the course outline. Consultation concerned mainly with the technical decisions regarding material to study. She did however show the importance in this particular curriculum design case of parent and community reaction to some of the more controversial material. She used the judgement of others to alert her as to which materials might meet with opposition. This is a case where the personal values of the teacher as expressed by her judgement did undergo a vetoing procedure through exposure to other people. The similarities are there in the role of the administrator. Support not source is the general influence of colleagues.

Parents.

Some teachers viewed parents as a source of tension. David described how the teacher has to struggle with the conflicting values promoted by the home. He described the difficulty that teachers incur when the parent actively promoted a value not in accord with the teacher. He described an incident were an educationally disabled student did not get help. The parents' religious beliefs saw a psychiatric condition as possession by the devil. As a result the child cannot be treated or tested adequately. Marty chose to describe an incident where the mother limited the capacity of the teacher to deal with the needs of the child. Parents emerge from the data as a group who are to be placated in some circumstances. There is an expectation by the teacher to get support from them in what they value. This expectation is sometimes not realized. Sometimes parents were dismissed as irrelevant or even harmful to the best interests of the child.

These sources do have an effect upon the teacher. The overall effect is that the teacher either chooses to acknowledge the influence or not. In order to get recognized these "mantle" or external values have to pass through the zone of transition to reach the "crust". This zone of transition acts as a crude filter for the values coming from the core. It is crude because some values do pass through unchanged and become absorbed by the crust. Others

continue their journey into the atmosphere like volcanic gas and are expelled without affecting the crust. These are the values judged by the teacher as totally rejected.

Students.

The one source I have not commented on is the students. The student values should be seen in two ways. In the upper age ranges the teachers acknowledge the influence of the values of their students. By far the most common view was the second perspective based on the teachers' judgement of what is important for the student. The student is not an important source of value. They are the reference through which teacher decides relevance. The data confirms the Peters notion of teachers acting in authority. In answer to the responsibility felt to students the modal response was that they felt highly responsible. However, the sense of responsibility was built around the teachers professional judgement of what was of value. The data indicate that students, not surprisingly, are the main motivator for teacher role. They are the reference point to which a teacher refers to make sense of others values. All values not from the teacher have to pass through the transition zone of the discontinuity. The students are the transition zone where the values meet.

Seeing the students as the discontinuity zone has other features. They are close and intimately related to the crust material ie. teachers personal knowledge, skills and dispositions. This refers to the intense personal relationship between the teacher and student. The crust moves through the dynamics of plate tectonics as the teachers value system is moved. Much of the plate/teacher behavior is affected by the transition zone. The mantle material or other sources is separated from the crust by the discontinuity. Mantle material or other sources have to pass through the student discontinuity zone in order to impact the teacher. The discontinuity or students are the linking body between the external world and the teachers own personal value. Making the inner core represent the external world is appropriate as the teacher owes their origin to the inner core as the Earths' crust does.

To illustrate how this conceptual model works I will take a prima facia principle from the inner core. The principle of equality can be classified as an external one found in society. It has its origin in the core of the model. The principle of treating students equally has to pass through the discontinuity (students) to reach the teacher. For those students who have bought into the system the equality notion changes due to the recognition of individual needs. The discontinuity absorbs the value and dissipates its force. For those students who have not bought in the egalitarian notion passes through the zone of transition with little modification. It reaches the teacher crust and is absorbed by it. The individual teacher may of course refuse to recognize the principle and reject it.

Toni described how personal values in her experience clash with a home value. In terms of the model the home value is coming from the inner core. The teacher value comes from the crust. Both values meet in the discontinuity (student). She explained to the student there were two value systems. While at home, the student should follow the principle laid down by their parents.

When in class the student recognizes the principle that operates in the classroom. Toni is describing principles that are context bound. In a conventional morality situation it is acceptable to operate from different principles within different contexts. Rather than lay down an absolutist principle or principle that is universalized the teacher is demonstrating the non-convergence that is the feature of a conventional moral claim. The teachers action represents the notion of compromise not consensus as described by Benjamin and Weil or Lampert.

Jason in the counselling context operates in a manner consistent with the discontinuity model. In describing the case of a pregnant teenager he claims the role of advocate for the child. His personal value of care for the whole child defined his professional role. He arranges a meeting between the student and parents. In these situations he acts in the best interests of the student. He accepted the student desire to terminate the pregnancy. In doing so he took into account the ability of the potential father to provide support for the girl. Once again the transition zone represents the interaction point for principles and behavior driven by those principles. In cases of attempted suicide he is required by policy to inform certain interested parties. Again this external principle is moderated through the student and their interests as he sees them. He conforms to the behavior not merely because he is bound to do so. Also he personally feels that the best interests of the student are served by his conforming. The personal value he holds is congruent with the external principle.

Marty described a situation where a girl is lying at the foot of the monkey bars. The girl may have severe back injuries but he is constrained from examining her by the parents wish to have no teacher touch their child. His personal source of value tells him that he wishes to act on the principle of helping the child. He is projecting I suspect from the caring value he felt he received in school. It comes down to what would I want to happen to me if I was found lying there by a teacher. He assessed the situation with a lot of background information regarding the parents and decides he must not touch the girl. The point is that the basic principle is still held. He recalls the incident in great detail as demonstrating the lack of foresight to serve the best interests of the child as he sees it. Nowhere in his description is there an admission that he should abandon his personal caring value. This represents a case where the value promoted by the parent is rejected by the teacher.

The process described by the informants seems to be a matching one where the personal source base is measured to others. As it represents a personal source base it assumes more importance than other sources. The Lortian landscape is confirmed in that we appear to have individual teachers who operate in isolation within their own classrooms. There is one value system which all other values are measured against. This yardstick is the teachers own personal values. The teacher value system represents a conventional moral system. It is particularized and based on the close relationship that teachers have with their students. Like all conventional moralities it can be evaluated in its utility but that goes beyond the scope

of this paper.

School represents an ideal based on pleasant and personal memories. The highly personal reflection is vividly recalled. It provides the teacher with an enduring vision of what school should be like. It is important to stress this vision comes from the perspective of a consumer not a practitioner. To return to the train spotting story. My image of the job of train engineer came from the perspective of a small boy standing on a bridge collecting train numbers and names. When the respondents talk of what goes wrong it is a failure to measure up to the ideal. The notion of psychological projection has some relevance. Faced with a student whom the teacher seeks to build a relationship the teacher is projecting their own vision as a desired one for the child.

Conclusions.

This research leads me to conclude that the most important basis for teacher values is drawn from their personal experience. This crust shaped early in the teachers' life. The discontinuity model shows the way the personal value system interacts with professional experience. The students in the discontinuity zone are where the values are operationalized. Teacher judgments of other values are drawn into the transition zone and are evaluated within this conceptual transition zone. The notion of discontinuity is the model to describe the interface area in professional experiences. It is at the same time a border and an area of transition. Further research in how the values are modified and the nature of this boundary/transition area are indicated. The progression--regression model may lead to new insights but the data gathered is not adequate to describe the process. Longitudinal interview study could provide a better way of observing the changes that occur in a teachers' value system. The research described here questioned whether an ethical system is operating and on what sources it draws. The data indicate those sources and their relative importance.

The main research question which drove this study was to understand whether a professional code of ethics exists for teachers. Folded into this notion was the search for the sources that a teacher draws upon to make ethical decisions. This preliminary analysis shows there is an ethical code to which teachers adhere. Drawn from a source of conventional morality highly personalized in nature. What has emerged that was not clear at the beginning of the study is that teaching is a thick moral concept. In many instances it is difficult to separate a descriptive meaning from value.

Teachers like other professionals do see their own actions as conforming to group norms. The difficulty lies in the basis on which those norms are interpreted. The teachers' professional code is not a result of careful reflection among fellow professionals in training. Although there is emphasis upon the teachers role vis-a-vis the student. The discontinuity model supports this emphasis. The code is not a result of a high level of collegial exchange where the application of those norms to specific situations is thought through. It is doubtful in the face of the evidence

presented that it could be successfully imposed by administrators or policy makers.

Teachers differ from other "caring" professionals in the structure of the client relationship. There is a strong relationship between teacher and client that determines how the professional role will be worked out. I see this bond as less strong in the patient doctor relationship. The quality of the personal relationship I have described seems to be essentially different and operating on different moral claims. Those claims are derived from different ethical sources (the conventional and natural moralities as Hampshire calls them). A doctors' principles are convergent and attempt to be universal(natural). A teachers' principles are personalized, and not aimed toward convergence (conventional).

A major ethical source of teachers is the personal experiences that they had in childhood. The implication that I would speculate upon is whether this represents a gap that some students never bridge between teacher--student relationships. The study shows the prime importance that teachers attach to the building of a relationship between themselves and the learner. The condition of entry into the relationship is the acceptance in part by the student of values that the teacher holds to be important. The nature of the contract allows the student to be flexible in how he gives this acceptance. The teacher is still bound by natural morality to claim to continue to offer the contract to those who are unwilling to join.

Conventional morality is a construction built from past experiences. Many of the values drawn from events that occurred a long time ago to one individual (the teacher). Is this a desirable basis on which an institution should build in order to serve the future needs of the clients? It does reinforce the view that teachers are agents of acculturation. They are not acculturating students toward a societal view except as it is interpreted by the teacher themselves. It represents not the broad aims of society but a personal reconstruction of what school should be, lodged in past personal experience. This is not critical of teachers. What this points to is the problem of underdetermining morally what a society wishes its teachers to promote. The moral system that is in place is there by default in the absence of any alternative. I would advocate the teachers being equipped to make these difficult moral decisions as a professional group. This is a suitable starting point for some collegial exchange that may produce a cohesive professional group.

Questions that result from this study show the need to examine carefully the influence process of the key model figures. A study that seeks to get at the reconstruction of childhood experiences to understand the full extent of the principles the practitioner now holds. Another area that needs filling out is the development of principles throughout a teachers career. Another useful line of enquiry would be a comparison of late entrant and alternate route teachers with a group of teachers that wanted to be teachers all their lives. This study drew only from subjects who all wanted to teach at an early stage in their lives. I speculate there may be interesting comparisons to explore in these groups on the shape of their personal values.

This study shows any changes we might wish to perform will have to take place at the individual level. The teachers were enthusiastic about training in applied ethics. They recognized they are faced with dilemmas and conflicts they felt unprepared to resolve. The incidents they related often dealt with highly charged emotions. The interviewer witnessed a teacher cry as she described an incident that occurred over five years ago. Another teacher described having a sleepless night in worry over the welfare of a student. What a teacher ought to do cannot be reduced to what is the right material or concept to teach and which method is best to teach it. The professional role of the teacher calls upon them to make difficult choices that have a distinct moral component.

Studies looking at the subject matter taught are important. I would argue that they need examination at a moral level first. Laying a "fact" out to the student involves a value component. Multiplication is a series of continuous addition is a fact that is hotly debated in theoretical mathematics. In the philosophy of science the emerging interpretation is that facts are a feature of theory. As the theories change so do the facts. Yet on any given morning teachers around the world will lay this fact before their students without explanation. Why they do so is at least clearer to me as a result of this study. That multiplication fact was presented to me in school and I see a personal value in it. Why question what I personally value?

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